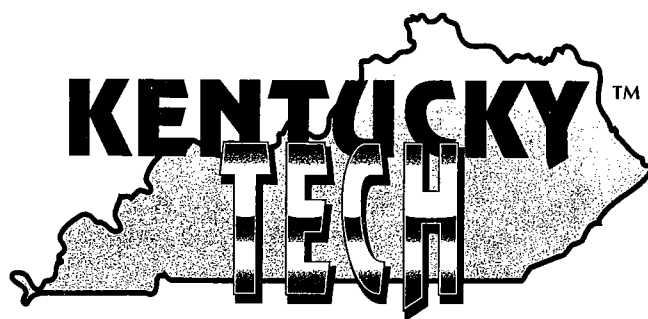


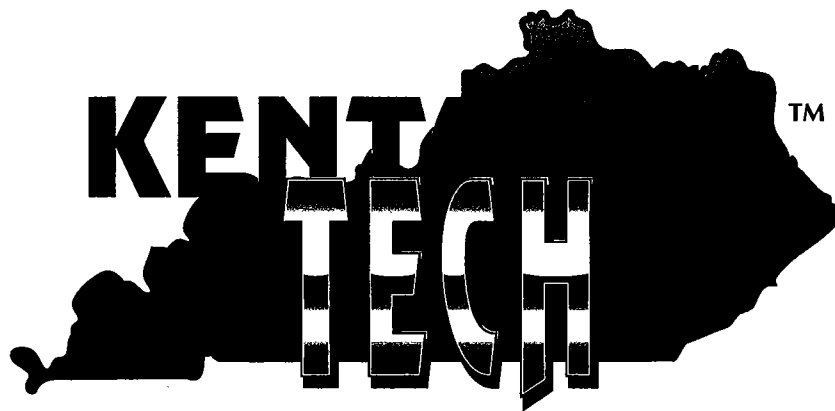
*Where Technical Education
and Training*

COOP

*Merge
With Business and Industry*



**COORDINATORS
HANDBOOK**



Cooperative Technical Education Coordinators Handbook

Workforce Development Cabinet
Department for Technical Education

PRINTED WITH FEDERAL FUNDS

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Basic Philosophy

Cooperative technical education refers to a course offering in the KY TECH Curriculum consisting of on-the-job work experience in a business or industrial establishment. These experiences must be planned and supervised by the school and the employer to ensure that the work experience contributes to the student's education and career objective.

The controlling purpose of cooperative technical education is the development of occupational competence. The school selects a training site that will provide the student work-based experience. The business or industrial training is an integral part of the program instruction.

The cooperative technical education coordinator must be aware of the legal aspects related to student employment. The coordinator is not a law enforcement officer, but is expected to inform administrators and employers when they may be violating regulations. Child Labor, Wage and Hour, Social Security, Workers' Compensation, Labor, Civil Rights, and Occupational Safety and Health laws apply to students and the training stations where they are placed. Therefore, the coordinator is expected to know legislation that influences cooperative technical education and sources for guidance in compliance with these laws.

If an employer refrains from complying with the law, the coordinator should discontinue the cooperative arrangement and seek another training station for the student. Failure to comply with legislation may risk the student's health, safety, or welfare; damage the image of the school; and expose the co-op coordinator to criticism or legal action. Problems and/or violations are best avoided by selecting suitable training stations and by drawing up a written training plan and agreement that specifies conditions that ensure compliance with regulations.

The coordinator should maintain a file containing information on legal matters and state and federal publication as resources for themselves and employers. Where specific problems

exist, the coordinator should contact state and/or federal agencies to clarify the legal requirements.

The coordinator should use good professional practices designed to safeguard the welfare of the student/trainee and to comply with current federal, state and local laws.

Cooperative Technical Education/Practicum Experience

The Cooperative Technical Education and Practicum Experience are integral elements of a student's learning experience. The courses afford the student a unique opportunity to integrate formal classroom training with supervised work experience. All diploma level programs (except Health Related Programs) require either Cooperative Technical Education or Practicum Experience. The work experience site is based on its relevance to a student's major occupational area of study and career goals.

The objectives of the Cooperative Technical Education/Practicum Experience are to help students:

- Gain career awareness and the opportunity to evaluate their career choice.
- Enhance their educational experience by receiving work experience related to their career interests prior to graduation.
- Receive greater meaning and comprehension for formal course work by integrating classroom studies with formal work experience.
- Receive exposure to specialized facilities and equipment sometimes unavailable in the classroom setting.
- Develop confidence, maturity, responsibility, and skills in human relations.
- Increase employability potential after graduation.

Students should apply for the Cooperative Technical Education or Practicum Experience through their instructors. The instructor will determine if the student has met minimum requirements and is job ready. If approved, the instructor and Cooperative Technical Education Coordinator will review appropriate training sites. Off-campus sites will generally be

sought. If there are no off-campus sites available, on-campus sites will be utilized. The courses are closely planned and supervised by the Cooperative Technical Education Coordinator and the work site supervisor.

Students participating in cooperative technical education receive compensation for their work. Students participating in a practicum experience shall not be compensated.

Cooperative Technical Education Coordinator

The Co-op Coordinator coordinates the cooperative technical education course in selection of training stations, placement of students, evaluation of student progress on the job, coordination of theory and practice, public relations and administration.

The duties of a Co-op coordinator include:

- Selecting appropriate training agencies.
- Preparing a Training Plan Agreement for each student.
- Coordinating on-the-job training through job coordination visits, with at least one (1) visit per co-op term.
- Working with the employer to evaluate student progress.
- Explaining the cooperative technical education course to students, parents, school officials, business, labor, civic and other interested community groups.
- Correlating instructional content with training experiences and student career objectives.
- Developing promotional materials regarding the course.
- Checking the sponsoring training stations to insure safety provisions are being followed.
- Maintaining necessary records and reports.
- Maintaining current knowledge of state and federal regulations as they pertain to Cooperative technical education.
- Maintain active participation in Program Advisory Committee meetings.

Training Site Selection

Training sites must provide occupational experiences for the student that supplements the classroom/shop/lab experiences of the student. Every effort should be made to ensure that co-op/practicum is a learning experience and not just "extra help" for the employer.

Training sites must be safe and must conform to state and federal regulations regarding the type of business being conducted.

The employer must help in the development of the Training Plan Agreement and sign it prior to placement of any student.

Student Accident Insurance

Student accident insurance covers students placed on practicum or other non-paid work experience components from their arrival at school (or practicum) to departure, or while on school sponsored field trips or activities. It is not an all-inclusive policy that includes injuries at home. **This policy serves as the secondary coverage only.** Filing procedures and a copy of the policy are contained in the Appendix.

Students on a paid cooperative technical education placement are not covered by the Student Accident Insurance policy. These students must be covered by the employer's worker's compensation policy.

Student Requirements

The student must meet the following conditions for participation in the co-op course:

- Be at least 16 years of age. Students must have proof of age and citizenship as required by law. Students under 18 must have parent/guardian signature on the Training Plan Agreement.
- Have been enrolled in a specific program long enough to accumulate specific occupational competencies.
- Is making satisfactory progress in the technical program.

- Have the approval of the department head/instructor in his/her major program area and the co-op coordinator or the school director/principal.
- Sign the Training Plan Agreement.

Requirements For Cooperative Technical Education

1. The cooperative technical education course is an integral part of the Program of Studies and described in the school catalog.
2. The school's staff arranges and coordinates the training with the employer.
3. The student is paid a salary for the coop experience.
4. The student is not paid for the practicum experience.
5. A Training Plan Agreement must be on file for each student.

COORDINATION PROCESS

Integration Activities

The cooperative technical education course is based on providing the student with an on-the-job work experience related to classroom instruction. Coordination is the process in which the co-op coordinator is engaged from beginning of the academic year.

Prerequisites

The following criteria must be met if a course is to be considered cooperative:

- Each student must have a career objective.
- Each student must have prior training or be receiving concurrent training in an occupational area.
- Each student must have program teacher recommendation.
- There must be a direct, planned correlation between classroom training and the cooperative work based experiences.

These prerequisites provide the foundation for the coordination procedures and activities discussed in this section.

Coordination Activities

The coordinator has many responsibilities and duties to accomplish during the limited time given to coordination; therefore, the time must be managed carefully if the cooperative technical education course goals are to be met.

Activities that are considered part of coordination include:

- a) select training stations
- b) evaluate training stations
- c) conduct job analysis visits
- d) develop and execute public relations activities
- e) supervise and evaluate students at co-op sites

- f) interview prospective students prior to placement
- g) conduct coordination visits to the training stations
- h) visit training stations to develop Training Plan Agreement
- i) conduct administrative activities related to cooperative technical education
- j) consult with guidance counselors and teachers who recommend students
- k) conduct (or participate in) professional development activities relating to cooperative technical education

Coordination Visits

The number of visits must be carefully planned for effectiveness and efficiency. Once a student has been placed in a co-op position, a minimum of one visit per quarter or two visits per semester must be made. Coordination visits are necessary to:

1. assess the student's learning progress,
2. improve the quality and safety of the training stations, and
3. make changes in the Training Plan Agreement when necessary.

The actual number of visits to each training station will depend primarily upon the conditions and nature of the training station and the maturity and ability of the student/learner.

Guidelines to Observe

Conduct visits in a manner that promotes effectiveness and enhances efficiency.

- Make visits at a time convenient to the training sponsor.
- Make an appointment for any visit requiring the training sponsor's time.
- Make the purpose of the visit clear to the training sponsor when making the appointment and/or arriving at the training station.
- Plan for the visit carefully.
- Do not interfere with the student/trainee's work.
- Observe for safety violations.
- Summarize and maintain records of any visits.

- Keep all information and records concerning the training station and the student/trainee confidential.
- Discuss the student/trainee's problems and/or weaknesses only in a private session with the training sponsor and/or student/trainee.
- If at all possible, take a few minutes to see the employer or a designated representative first when making a call and again when leaving; this is common courtesy.
- Know and adhere to any legal regulations and/or company policies concerning your movement within the training station on your visits.
- Also comment on any strengths or successes observed. Positive reinforcement encourages better work and motivates the individual.

If the training sponsor has little or no previous supervisory experience and/or has not been involved with the cooperative technical education course before, visit more frequently to ensure a successful partnership.

PLACEMENT PROCESS

Selecting Training Stations

The training station is an extension of the school. A good portion of the success of the cooperative technical education course depends on the quality of the training station hence, only those companies and industries who meet high standards should be utilized as training stations.

Working With Potential Training Stations

Before

1. Set up appointment with a top management person.
2. Arrive on time.
3. Take along professional materials that describe the course and its benefits.

During

1. Greet the person by name: introduce yourself; use your business card.
2. State the purpose of your call.
3. Explain briefly the purpose of the cooperative course emphasizing benefits to the company, the community, and the occupational area.
4. Encourage manager to ask questions and suggest problem areas.
5. Answer questions carefully; meet problems calmly and admit areas of concern; avoid controversial issues.
6. Hand out brochure briefly outlining the course, roles of each party, and some procedures. Do not itemize too many details as they will make the course sound too complicated.
7. Ask to tour the business so that you may observe equipment, facilities, and working conditions.
8. Become acquainted with personnel director and department supervisors if possible.
9. Ask for the manager's cooperation. (Avoid questions with a possibility of a "no" answer such as "Will you employ a student?" Rephrase the question: "Will you employ one or two students?"

10. If you get a "yes" answer, describe the type of job needed and/or determine what job(s) they have available; ask for the name of the person you should contact about further arrangements either that day or tomorrow.

11. Whether you get a "yes" or "no" answer, conclude the interview by thanking the manager.

After

1. Record your impressions of the evaluation visit.
2. Send a letter thanking the manager for visiting with you and, if appropriate, for agreeing to cooperate as a training sponsor.

EVALUATION PROCESS

Components of Evaluation

Evaluation of the cooperative technical education course is a continuous process and includes evaluation of the total training, including the student and the work station. Continuous evaluation is required so that any deficiencies or problems can be identified in time to be corrected. More detailed periodic evaluations are required for the purpose of assigning grades.

Continuous Evaluation

The continuous evaluation approach seeks to identify problems or potential pitfalls before they become serious. Continuous evaluation consists of (1) observations made by the coordinator during coordination visits and (2) analysis of the student's evaluation reports made at frequent intervals.

Student Attendance and Work Reports, required by the co-op coordinator, are the second part of the continuous evaluation process. These reports must be made frequently enough to be of use in identifying potential problems.

Keeping Records

Because of the diversity of coordination activities, a good system of keeping records and managing paper flow is essential. Functionally designed forms, electronic systems, and central data storage systems will avert many problems and facilitate course operation.

Recording Co-op Technical Education Course Grade

Recording the co-op student's quarterly/semester numerical grade is the responsibility of the Co-op Coordinator. The Co-op Coordinator must work closely with student's employer to develop an appropriate evaluation.

WORKING WITH JOB-RELATED PROBLEMS

One important purpose of evaluation is to uncover problems that the student may be having. Co-op coordinators should be aware of problems that may arise. Some problems can be avoided altogether or reduced considerably if the various techniques described in this handbook are utilized.

From time to time, students have problems at the training station and/or at school. The general school policies and regulations, should specify in advance the appropriate actions for handling most problems. Also, the general school policies should specify due process guidelines to be followed. The required Training Plan Agreement provides additional information and guidelines.

Ways to Handle Problems

Regardless of the source or causes of the problems, handle them calmly and give fair treatment to all parties. Publish all rules and regulations in advance and follow them. Such rules prohibit certain problem situations from occurring. If an unusual case occurs, follow established procedures as far as possible and act only after ensuring each party due process.

Follow these guidelines whenever problems do arise either with students at the training station or in school:

- Apply rules and regulations, policies, and procedures stated by school for all students.
- Act as the student's representative when appropriate. Help individuals reach decisions (which is part of the cooperative course training).
- Work with the student and then let the student try to work out the problem independently but under your supervision.
- Be an arbitrator when necessary. Serve as the representative for the school.
- Inform administrators of problems.
- Involve parents when appropriate.

The Intervention Process

Balancing the needs, interests, and problems of the student, the training sponsor, and the school's responsibility demands many mediations and arbitration skills of the co-op coordinator. This aspect of the co-op coordinator's job is equally as important as the development of the technical skills for a specific occupation.

Intervention means determining the problem, cause, and how it can be solved; when the mediator assists in gaining the cooperation of both parties the problem can be solved. The mediator role is a difficult one to fulfill, it takes finesse and persuasion; it takes calmness and an understanding of human beings.

SUGGESTED STEPS IN THE INTERVENTION PROCESS

- 1. Determine the problem by:**
 - a. questioning supervisor.
 - b. questioning student/trainee.
 - 2. Summarize the facts to:**
 - a. separate conflicting ideas.
 - b. avoid jumping to conclusions.
 - 3. Try to determine the cause(s) of problems, such as:**
 - a. misunderstanding.
 - b. failure of trainee to do work properly.
 - c. attitude difficulty.
 - d. failure of supervisor to teach necessary job skills.
 - e. failure of supervisor to inform student.
 - f. student's schedule conflicts.
 - g. violation of law or training agreement.
 - h. other employees at fault.
 - 4. Plan alternatives.**
 - a. make thorough review and analysis of facts.
 - b. determine what you think will be feasible in terms of polity of school and training station.
 - c. discuss alternatives with supervisor and student.
 - 5. Reach a decision satisfactory to all parties.**
 - a. summarize a plan of action in writing.
 - b. give each party a copy of the decision and plan of action.
 - 6. Follow-up soon to determine if plan of action is working or needs adjustment.**
-

Absenteeism

The co-op coordinator is required to account for students' attendance at the training station.

Several specific procedures are built into the cooperative technical education course to prevent absenteeism:

- Student signed Training Plan Agreement Form prior to placement.
- Student submits documentation of attendance and work performance certified by employer.
- Student is expected to notify both the training sponsor and the co-op coordinator when absent.

Transfers

Once students are placed at a training station, they should not be transferred to another company without good cause. Transfers can only be made with co-op coordinator and teacher recommendation. Rotations from job to job, or between departments within the same company, are usually part of the training plan.

Transfers may be necessary if the student is unable to do the work the training sponsor requires, if a safety or health problem occurs, or if there is a serious personality conflict between the student and the training sponsor, if the training sponsor alters the Training Plan Agreement or there is insufficient work for the student.

Dismissals

A student may be dismissed from the training station because of infractions of company policy or poor work ethics. The training sponsor should agree to notify the co-op coordinator. Great care must be taken to ensure the student's right to due process.

Interviewing

An interview is defined here as any meeting between the coordinator and one or more persons for the purpose of exchanging ideas and information and determining a plan of action.

As a coordinator, you will be involved in many interviews (or meetings) with a variety of people, such as students, job supervisors, training sponsors, school administrators, business or trade people, parents, faculty, and counselors. Therefore, it is extremely important that you be effective and efficient in conducting interviews.

Coordination calls are often a form of interviewing; hence, an "interview" may be: (a) any initial interview with a student, a job supervisor or other person, (b) a coordination call with a job supervisor, or (c) any meeting in which questioning and communication take place.

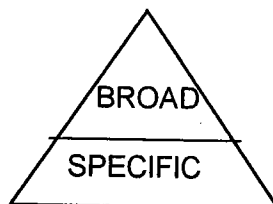
Successful interviews increase the understanding and cooperation between all parties while unsuccessful interviews or meetings cause frustrations, misunderstandings, and additional problems. Some basic guidelines to follow in conducting interviews and any number of special interviewing techniques that can be employed will be reviewed here.

The major function of the interview is to exchange information, ideas, and feelings in order to determine a plan of action.

Interviewing Strategies

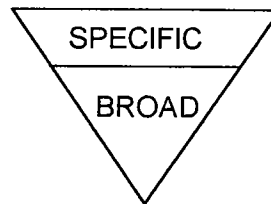
Formulate strategies for questions effectively. Two general plans for doing this are: (a) Pyramid, or (b) Inverted Pyramid.

In the pyramid plan, begin with a precise or closed-end question and then proceed to a question that demands a broader answer. The pyramid plan calls for narrow questions at the beginning and moves to a broader type question as the questions proceed. Each question is related to the preceding one and all questions should be part of a step-by-step progression to a specific objective.



The pyramid plan is useful in moving the respondent from specific information to generalizations-to new ideas.

In the inverted pyramid plan, the reverse progression is used. The first question is broad in nature and each succeeding question becomes narrower in scope. The inverted pyramid plan is especially useful in investigating the other person's perception and feelings about a situation while advancing step by step to the pinpointing of a final fact (or action).



In addition to the differences between the two plans, both the pyramid and the inverted pyramid plan have some specific advantages. Therefore, select the plan that promises to achieve the purposes of the interview more effectively and efficiently.

Some advantages of the pyramid plan are:

- a) Specific questions are easier to answer (and the specific questions occur first in the pyramid plan).
- b) The respondent's feelings of inadequacy is eliminated during the simpler tasks and praise or feedback is provided.
- c) The respondent is motivated to take an interest in the topic if the initial questions indicate the meaning.

Some advantages of the inverted pyramid plan are:

- a) The need for asking many detailed questions is eliminated.
- b) Respondents can more efficiently recall details when they are permitted to report them by following their own patterns of association.
- c) By giving respondents greater freedom at the beginning, you will not constantly interrupt their chain of thought.
- d) By asking the broadest questions first, the coordinator can avoid imposing a frame of reference on the respondent.

Summary

The successful interview does not happen by accident. It takes careful planning, skillful execution of those plans, and prompt action afterward on the part of the coordinator.

Interviewing techniques are used daily by the coordinator; therefore, you should make a conscious effort now to improve your skills in this area. Evaluate your interviewing techniques periodically in order to maintain a high level of skill and to discover areas for needed improvement.

PUBLIC RELATIONS

Planning

KY TECH Cooperative technical education must have public support. A well planned public relations and promotional program is an important element that aids in obtaining this support. A sound cooperative technical education course that provides excellent products (students and graduates who are qualified for entry and advancement level positions) is the basis for an effective public relations program. Public relations involves being knowledgeable about the product and communicating this knowledge to others.

A plan is necessary in order to formalize the public relations program. Developing a good public relations plan involves a series of steps, often referred to as the Eight-Point-Plan.

The steps are:

1. Establish Objectives

Decide what groups of people need to be reached to achieve your objectives. Think first in terms of policy-making individuals and groups in your community.

2. Research Subject

Find out what your public now believes about your objectives.

3. Reevaluate Objectives

Change your plans in terms of the obtainable. (You may have to cut your problem in two parts and solve one at a time.)

4. Determine Theme

Do not begin with preconceived ideas but get your ideas from what the public currently believes.

5. Select Strategy

Use your evaluative skills in selecting the right approaches.

6. Organize Campaign

Work within the operational plan set up in the school and think about the job to be done rather than the budget. People in the community will help you.

7. Plan Activities (see Attachment 2)

Map out your activities in chart or calendar form. Time the activities so you will hit the public frequently. Provide activities and publicity that touch all the vital contacts.

8. Select Tactics

Select the techniques and media you will actually use.

Publicity must be well planned and delivered continuously. Therefore, organize a yearly plan and then schedule it on your monthly calendar just as you do appointments.

Benefits

The cooperative technical education course helps prepare students for employment in the occupational career of their choice. It is recognized that cooperative technical education makes a substantial contribution toward meeting full time employment. This course provides students with an opportunity to graduate as individuals who have adjusted to the world of work.

STUDENTS have an opportunity to . . .

1. develop work ethics.
2. further develop employability skills.
3. develop self-motivation for life-long learning.
4. enter full-time employment market with work experience.
5. learn, both on the job and in class, through meaningful experiences.
6. develop a greater sense of self worth, responsibility and dependability.
7. acquire attitudes, skills, and knowledge necessary for success in their chosen career.
8. obtain on-the-job training that can lead to full-time employment for the student after graduation.
9. achieve a better attitude toward work and co-workers as well as improvement in interpersonal relations.
10. obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience.

EMPLOYERS have an opportunity to . . .

1. become a partner in education.
2. enhance public image of the firm to the community.
3. obtain a highly motivated employee who is receptive to instruction.
4. hire a proven qualified employee knowledgeable of the business industry.
5. reduce training costs by facilitating student transition from school to work.

KY TECH Cooperative Technical Education Image.

Despite all the new technologies and the media, the most effective means of advertising continues to be word-of-mouth. Therefore, the public image of cooperative technical education is created through what these various groups feel and say.

Students
Teachers and Administrators
Employers and Supervisors
Parents

Guidance Counselors
Training Sponsors
Employees
Community Groups

Favorable impressions are developed when an individual or group understands the purpose of the Cooperative technical education course and is involved on a day-by-day basis.

The cooperative technical education image is largely a reflection of the students work ethic, performance, attitudes, and appearance.

Students talk about their experience in terms of satisfaction with their training and occupational status. Good or bad, student outcomes will shape the attitudes of others. Employers judge the merits of cooperative technical education by the success they have in hiring satisfactory workers.

The coordinator and the school should capitalize on this intense interest by giving visibility to student activities and achievements. Parents, students, employers, educators, and the community want to hear the success stories of students. Students' appearances before

various groups in the community are usually much more effective than anything the Co-op Coordinator can report.

Satisfied employers, co-workers, faculty members, students, advisory committee members and parents who are convinced of the course's merits are much more effective in developing the cooperative technical education image than the coordinator's single-handed efforts in publicizing the course.

Printed materials and letters bearing the endorsement of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of the career program. Recognition of the contribution made by all groups to the technical development of students is an important means of maintaining teamwork that gives the course a good image.

Guidelines for Publicity Campaigns

1. Adjust all publicity to fit the audience. Stress the benefits of the cooperative technical education course to a specific audience.
2. Give recognition for contributors to all appropriate audiences (see Attachment 1).
3. Maintain a resources file containing: 1) photographs and slides of student activities and projects 2) a listing of resource people such as alumni, community people, employers, and public relations contacts; and 3) information of careers.
4. Evaluate the effectiveness of your public relations activities at least once a year.

Coordinator's Responsibilities

1. Maintain a sound cooperative technical education course that results in well-trained employees.
2. Establish a formal plan for enhancing and maintaining good public relations. Maintain a public relations calendar.
3. Maintain continuous contact with the business and industrial community; stimulate other people to believe in and support cooperative technical education.
4. Get individuals or groups (such as trade and professional organizations) involved to help publicize cooperative technical education.
5. Give visibility to student activities and achievements.

6. Plan and implement a system for giving recognition to all individuals or groups who contribute to the technical development of students.

Attachment 1

ITEMS TO PUBLICIZE

Alumni activities	Endorsements from business and industry
Announce new personnel	Explanation of the co-op education program
Announce a new program	Explanation of adult program
Announce names of students	Feature stories on students
Announce names of training stations	Feature stories on successful alumni
Announce class activities/organizations	Feature stories on advisory committee members
Announce guest speakers	Feature stories on business participation
Announce field trips	Human interest stories
Announce increased enrollments	Information from research and reports:
Awards and honors to students	Annual reports
Awards and honors to training sponsor	Employment surveys
	Follow-up of graduates
	Student earnings
Awards and honors to personnel	Professional activities
Awards to be presented to individuals or concerns who contribute to the development of the program	Receipt or installation of materials/equipment
Business/industry days	Scholarship awards
Career opportunities	Student organization activities:
Coordinator addresses civic group	Election of officers
Coordinator participates in state conference	Officer leadership training
Coordinator acts as advisor for a contest at state conference	Students attending district, state/ national leadership conferences
Coordinator attends national meeting	Provision of services to community
Coordinator broadcasts on local radio station	Competitive event winners
Coordinator on TV	Special events and activities:
	Vocational Education Week
	Employer-employee appreciation events

Employer Appreciation and Recognition

People like to be recognized and appreciated for the work they do. A variety of methods may be used for showing appreciation to employers. Many cooperative technical education coordinators sponsor an employer appreciation event such as a banquet, picnic, potluck supper, breakfast, or luncheon.

Goals

The appreciation event is used to achieve several goals. Whether this event is a banquet or other type of activity, its arrangement should reflect these goals:

- To acquaint individuals with the scope of cooperative technical education.
- To aid others in becoming acquainted with cooperative technical education.
- To keep the school administration in touch with the relationships of the cooperative technical education course.
- To recognize individuals and groups who have made outstanding contributions.
- To recognize student leadership.
- To develop pride and group spirit.

Guidelines

The following are some pointers for organizing the annual employer recognition event:

- Involve students in all phases of the planning and handling of the event.
- Work out a long-range plan for financing the event.
- Keep the regional director, superintendent, school director, principal, and other school authorities informed of the plans for the event.
- Have attractive and appropriate invitations. Students may create and print them. Send them well in advance of the date of the event.
- Arrange for a welcome committee.
- Plan entertainment or a tour the school.
- Use name tags to help guests become acquainted.

- Plan a varied program that moves fast. Set a time schedule.
- Keep a file of ideas and materials such as programs, menus, decorations, and other items to be used for ideas in the future.
- Publicize the event before and after. Take pictures during the event.
- Honor employers with certificates, training sponsor decals, and/or other recognition items.

Employer/Employee Banquet

Possibly the most widely used professional activity for employer appreciation is the Employer/Employee Banquet. This project is used more than any other single activity to create goodwill in the community. However, a successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

Planning

Planning for the Employer/Employee Banquet should follow these guidelines:

1. The coordinator must assume all responsibilities for the banquet room from the early planning stages to completion.
2. Students should preside at the banquet and perform all functions in preparation for the banquet under supervision of the coordinator.
3. The banquet for next year should be planned the morning after the banquet this year.
4. A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.
5. This banquet should be planned carefully and early in order to avoid conflicts with school and community activities.
6. The guest list might include employers, program and school advisory committee members, school administrators, counselors, State Senators, State Representatives, Regional Staff, and prospective training sponsors.
7. The simplest method to finance a banquet is to assess students. Money for the banquet may be earned through projects. Some programs sell a page of advertising in the local newspaper for banquet financing.
8. Plan publicity and see that a complete list of training sponsors and students is published in the media.

9. Students create the image for the course and must reflect proper social training:
10. Employer/employee banquets may be given jointly with other technical education student organizations.

Program

The program for the Employer/Employee Banquet should be as follows:

1. A Master of Ceremonies (student) should be carefully selected and trained. An alternate should also be selected and trained.
2. If few guests are present, students may introduce training sponsors. An effective introduction could be the presentation of training sponsor certificates.
3. Students should always read the invocation and speeches. These items should always be typed on index cards. Train the students and have practice sessions.
4. Program activities may include the following:
 - a) Speaker
 - b) Student skits, plays, talent shows, and entertainment.
 - c) Brief talks by several former students or several training sponsors.
 - d) Slides of training stations (if time permits).
5. A speaker from outside the school environment is an effective type of program to arrange. Recognition of training sponsors, however, is equally effective.
6. A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience. Consider these speakers.
 - a) Company representatives
 - b) State Senators and State representatives
 - c) Advisory Committee members
 - d) Local civic club representatives
7. The speaker should be offered a choice of dates as early as possible.
8. If the speaker declines, note this and remember the reasons for refusal next year.
9. The speaker is not to be paid as this is a public service. All necessary arrangements should be made, however, for the speaker. For example, a student may arrange transportation for the speaker.
10. Students should thank the speaker for coming. Other students should go up, shake hands, and express thanks again to the speaker after the program is over.
11. Publicize the appreciation event in the local newspaper. Be sure the names of all training sponsors, as well as their Company and student/trainee, are identified.
12. Present Certificates of Appreciation to all employers.
13. Present a few Outstanding Service Awards to individuals who have made a special contribution in support of your program this year.

Attachment 2

PUBLICITY MEDIA AND METHODS

Visuals

Motion pictures
Slides
Displays/exhibits
Posters
Charts
Video tapes/discs

Photographs
Scrapbooks
Chalkboards
Bulletin boards
Overhead projectors

Special Events

Career Days
Business/Industry Days
Vocational Education Week
Open House
Field trips
Parent programs

Student Organization Conference
Training Sponsor Events
Employer/Employee Appreciation Events
Courtesy/campaign
Fairs
Coffees or teas

Publications

Local newspaper
School papers
Club magazines
Newsletters
Trade journals

Mailings
Bulletins/pamphlets/brochures
School yearbook
Handbills
Educational magazines

Awards and Special Recognition

Certificates
Diplomas
Scholarships
Trophies

Special awards
Appreciation awards
Employer-of-the-month Award
Employer-of-the-year Award

Speeches/Demonstrations by Students or Teachers/Coordinator to.....

Civic groups
Service groups
PTA

Business/professional groups
Student groups
Faculty

Active Participation in the Following:

Professional organizations
Trade associations
Civic Clubs

Student organizations
Chamber of Commerce
Community activities

Radio and Television

Spot announcements
Panel discussions
Skits

Interviews
Talks
Institutional ads

Miscellaneous

Billboards
Personal contacts
School annual ads illustrating students at work

Calling cards
Annual reports
Student organization projects

Bumper stickers
Industry participation stickers
Public Information Sub-Committee of Advisory Committee
Employment consulting
Business consulting
Business ads illustrating students at work

Personal Letters

Make a form letter to cover several different occasions that continually arise. This same letter can be used over and over, with just a little revision from time to time.

Invitations to parents, school administrators, and/or business leaders to attend various functions at the school and your employer/employee appreciation event.

"Thank you" letters to everyone who has contributed to the cooperative technical education course, such as a person who has helped you with an activity, a donor, someone who has given you publicity, and even for an exceptional contribution from a student.

Promotion letters to students, parents, business and industries, and student council.

Letters of congratulations for any occasion or special recognition in your community or school and on a national level.

NEWS RELEASES

Preparation.

News releases should include the who, what, when, where, how, and why of events to be covered. Include a headline capsizing the event. At the top of the first page, above the headline, provide the following information:

Date; contact's name (coordinator or school name) and phone number; name of editor or reporter who will handle the news release (indicate by writing "Attention: editors name"); and the date that the news release should be published.

Use of Photographs.

Include black and white photographs with the news release if possible to add interest to the story. Below are some pointers for preparing photographs for newspapers:

- Newspapers prefer glossy black and white photos. (Check your local newspaper office for size specifications.)
- Captions should be typed on a sheet of paper and scotch taped on back side of the photograph.
- Be sure that names of all individuals in the picture are included in the caption in the proper left to right position. Double-check the spelling of all names.
- Action shots are best.

- Speed is important in getting a photo to the newspaper. Pictures of an event on Tuesday is not news on Friday. If your school does not have photo-developing facilities, you will find that the newspapers are willing to help if the picture is really newsworthy.
- You should have up-to-date portrait shots of important school official, employers, and advisory committee members on hand in case a photo is needed for a story about them.
- Send an action picture when possible with a story about an individual teacher, student, or employer.

Guidelines.

Keep the following items in mind when dealing with newspapers.

- Be prompt in meeting deadlines.
- Only one person should contact news media.
- Include all necessary information.
- Type news releases. Correct all errors.
- Be accurate. Double-check names, dates, etc.
- Be brief.
- Be honest and impartial. Give credit where credit is due.
- Be businesslike. Never try to obtain publicity from friendship.
- Be appreciative of all the time and space given you.
- Be professional. Members of the media are always invited guests.

BULLETINS/PAMPHLETS AND BROCHURES

Printed materials such as bulletins, pamphlets and brochures provide an excellent means of publicizing the course. The following checklist will be helpful in preparing these items.

- ✓ Determine the group you want to reach.
- ✓ Prepare mailing lists.
- ✓ Determine the number of copies needed.
- ✓ Determine the budget for:
 - a. design
 - b. photography
 - c. artwork
 - d. printing (stocks and inks, one or more colors)
 - e. distribution

- ✓ Select your subject and identify it clearly.
- ✓ Outline your message correctly.
- ✓ Select the type of printed material best suited to reach the reader (brochure, bulletin, booklet, pamphlet, etc.) within your production budget.
- ✓ Determine the layout and select necessary photos, illustrations, and color schemes.
- ✓ Write your copy. Make it original.
- ✓ Capture attention with a headline or a first sentence.
- ✓ Do not overwrite. Keep it simple. Get to the point. Make yourself clear.
- ✓ Copy must be typed, double spaced, accurate, before it goes to the printer. Changes or corrections are expensive.
- ✓ Arrange copy around pictures or illustrations.

Pictures or artwork must be simple, dramatic, able to deliver a message in themselves and include representation of "diverse groups." For photographs, use only standard black and white, 8x10 glossy prints.

MAKING SPEECHES

Presenting the cooperative technical education story to a group of people requires skill. The presentation should be well planned and interesting to the audience. Below are some tips for making speeches:

- Be direct and straightforward. Have something to say and say it.
- Put audience at ease by being at ease yourself. Look at your audience.
- Know what you are talking about and speak as an authority.
- Speak clearly in language on a plane with your audience.
- Keep personal references, honors, and accomplishments out of your speech as much as possible.
- Make an outline that is easy to follow. Develop a few key points and back each with facts and illustrations.
- Have a good beginning and end to your speech.

- Get the audience's attention with anecdote, story, joke or quotation about your course.
- Prove your point with human illustrations that tell your story.
- Include case histories of outstanding students and graduates. Everybody likes a good success story.
- Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.
- Ask the audience to do something: read the school's handbook, visit your class, attend the school's open house, or tell others about your course.

RADIO AND TELEVISION

Consider the use of radio and television as a public relations vehicle. Approach the appropriate person at radio and TV stations and ask about two possibilities for publicity: 1) the availability of time for public service announcements, and 2) coverage of activities as news and feature programming.

Guidelines for public service announcements.

- Develop public service announcements based on how much time the station will provide.
- Send public service announcements at least two weeks before the event.
- Radio announcements should be printed in capital letters and double-space. The lead sentence should tell the who, what, when, where, how and why just as in a newspaper news release.
- A tape could also be sent to radio stations, using sound effects, music, and several interesting voices to dramatize the story.

Guidelines for coverage of activities and feature programming.

- Ask for appointments with the appropriate person at the radio or TV stations.
- Become familiar with the station's programming and determine how information on cooperative technical education could fit into the programming.
- Send press releases addressed personally to people at the station most likely to use them.

- Arrange interviews for local business and industry representatives or students involved with the cooperative technical education course.
- Place several articulate students on a local call-in radio show to allow listeners to phone in their questions and comments.

Interview Questions.

1. What is cooperative technical education?
2. How does a cooperative technical education course operate?
3. What other courses do the students take while in the course?
4. Who is eligible to participate in the cooperative technical education course?
5. How are the students selected?
6. How many credits may be earned?
7. Are the students paid for their on-the-job training?
8. What are some of the advantages or benefits of the course?
9. What training is required of the co-op coordinator?
10. How many schools offer cooperative technical education courses?
11. What are the plans for expanding cooperative technical education opportunities?
12. What student organizations are involved in cooperative technical education?

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